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IDENTIFIERS	Project CHOICE

ABSTRACT

This teaching unit, Self-Awareness, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Consumer and Family Studies Career Cluster, these ten lessons are intended to develop student acceptance of self-characteristics, become aware of their environment, recognize and accept their emotions, and respect themselves and others. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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Project CHOICE
0134

A CAREER UNIT FOR GRADES 3 AND 4

SELF-AWARENESS

(Consumer and Family Studies Career Cluster)

[redacted]

September, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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Consumer and Family Studies Career Cluster

SELF-AWARENESS

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Consumer and Family Studies Career Cluster

SELF-AWARENESS

RATIONALE

Career education is a process of becoming aware of one's self, as well as the world of work. At an early age children observe their environment and experience many characteristics of self. This unit is designed to encourage them to examine and become aware of themselves and their environment.

GOALS

Through this unit, pupils will:

-Become aware of their own social, mental, physical, and emotional characteristics.

-Gain an acceptance of their self-characteristics.

-Learn to respect themselves and others.

-Become aware of their environment.

-Develop a feeling of competency.

-Learn to recognize and accept their emotions.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

-Give an oral description of his or her self.

-Tell three activities they do well and one activity at which they would like to improve.

-Describe a situation that would make them happy and a situation that would make them sad.

-List two jobs they do at home or school and why the jobs are important.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and a post-test)

Use this informal inventory to determine pupil self-awareness. The responses will be oral and may be taped. It may be administered as a group discussion or each pupil may be interviewed individually (if circumstances permit).

1. What can you tell me about yourself? What do you look like? What can you do?

2. Tell me some activities you can do very well.

3. What things do you have difficulty doing?

4. Describe a situation that would make you feel happy.

5. Describe a situation that would make you feel sad.

6. List some jobs you do at home or school. Why is each job important?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films and filmstrips as listed.
-Books as listed.
-Film and filmstrip projectors.
-Record player.
-A variety of art materials.
-Task cards.

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:	MP	683	Values-Understanding Others
	MP	3582	Feelings-Don't Stay Mad
	MP	622	People Are Different and Alike
	MP	3412	At Your Age
	FS	3707	Thinking For Yourself
	SP	3511	About Myself Set A
	SP	3512	About Myself Set B
	SP	3513	About Myself Set C

COMMUNITY RESOURCES

Office of Kern County Superintendent of Schools; Bakersfield; 834-3700.

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 1

PURPOSE — To help the pupils become aware of their own characteristics.

MATERIALS — Worksheets 1, 2, and 3, next pages.

INTRODUCTION — Say: "Today we will begin a unit in which each one of you will study a very interesting subject-YOURSELF! We want to learn all about ourselves, what we can do, what we can't do, what we like, dislike, and why each one of us is very special and different."

"Here are some worksheets that I think you will enjoy doing. They will help you to get to know yourself."

CLASS ACTIVITIES

1. Students independently fill out worksheets or the teacher may read them as the pupils fill them out.

   (The teacher may wish to have a set of scales available so the pupils may weigh themselves and/or their classmates. Feet and inches could be marked on a bulletin board or wall so the pupils could easily measure themselves and/or their classmates.)

SUMMARY — Collect copies of worksheet #1 from volunteers, read to class and let them guess the names.

WORKSHEET #1

WHO AM I?

I am _____ years old. I am _____feet_____ inches tall and I weigh about _____ pounds. My hair is _____ and my eyes are _____.

I am in grade _____, room _____ at _____ school. My teacher is _____. My favorite subject is _____ and I don't like _____.

I would say that I am _____

_____

_____.

Other people sometimes say I am _____

_____

_____.

I am _____
(Name)

WORKSHEET #2

ME

Put a check after the words that describe you.

I am . . . . .

happy	_____
selfish	_____
shy	_____
quiet	_____
bossy	_____
friendly	_____
messy	_____
funny	_____
talkative	_____
smart	_____
helpful	_____
honest	_____
truthful	_____
gentle	_____
sneaky	_____

WORKSHEET #3

MY TIME

Make a list of all the things you like to do.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

My favorite thing to do is _____

Some things I would like to do someday are . . . . .

_____ _____

_____ _____

_____ _____

Lesson 2

PURPOSE — To help the pupils become aware of their own characteristics and become aware of individual differences.

MATERIALS

1. Task cards 1 through 4.
2. Film or filmstrip about likenesses and differences in people.*
   *Suggested film: #622 People Are Different and Alike (Available in Instructional Resource Center: Office of the Kern County Superintendent of Schools.)
3. Film or filmstrip projector.

INTRODUCTION — Say: "Yesterday we began to learn more about ourselves. Today some of us will learn more about ourselves and some of us will begin to learn about the way in which we are all different."

CLASS ACTIVITIES

1. View and discuss film or filmstrips.
2. Small groups or individuals use task cards.

SUMMARY

1. Summarize film or filmstrip discussion.
2. Teacher read paragraphs and letters from volunteers who did task cards. Class can guess who wrote each.

Lesson 3

PURPOSE To assist pupils in developing a sense of self-worth.

MATERIALS

1. Task card 5.
2. Chalk and chalkboard or felt pen and large paper.

INTRODUCTION Say: "There are many chores at home that need doing every day and I'm sure that you boys and girls are expected to do your share. Today I'd like some of you to choose a chore that you do frequently and pantomime it for the rest of us. We'll try to guess what it is."

CLASS ACTIVITIES

1. It may be necessary to discuss the meaning of pantomime.
2. The teacher may give an example by pantomiming a chore such as sweeping the floor.
3. Volunteers pantomime jobs and class guesses.

SUMMARY "You boys and girls certainly do lots of important jobs at home. Let's make a list of all the ways you help." (You may want to expand this list to include school related tasks.)

Lesson 4

PURPOSE — To assist the pupils in developing a sense of self-worth.

MATERIALS

1. List, from yesterday, of work done by pupils.
2. Task cards 5 through 8.
3. Optional: films and study prints listed in Suggested Instructional Materials -- see those available at Instructional Resource Center, Superintendent of Schools.

INTRODUCTION — Say: "Look at this long list we made yesterday. What important workers you are! Today let's continue finding out some more ways in which each one of you is important."

CLASS ACTIVITIES

1. Optional: view and discuss film(s) and study-prints.
2. Small groups or individuals use task cards.

SUMMARY

1. Sharing from pupils about task card activities.

Lesson 5

PURPOSE

To help students learn to recognize and accept their emotions.

MATERIALS

1. Task cards 9, 19, and 20.
2. Paper bags.
3. Crayons or paint; scissors; glue.
4. Scraps of fabric, yarn, or colored paper.

INTRODUCTION

Say: "When I think about myself I think about different parts of me. I think about facts about me (name, address, hair color, eye color, etc.,) the things I do, and feelings which I have. Tell me some facts about you (allow students to respond). What are some things you do? (Responses). When I share my feelings, I want to feel that people understand. I sometimes feel afraid, sad, happy, and excited."

"Who can tell me something that would make them happy?" (Responses). "Now who can tell me something that would make them sad?" (Responses).

"What other ways do you sometimes feel besides happy or sad." (Responses might be angry, afraid, worried, mad, scared, lonely, excited, etc.) (Responses may be solicited by asking questions such as: "How do you feel if you have a nightmare? How would you feel if you were lost?)

CLASS ACTIVITIES

1. Students each make a mask to show specific emotion. USE TASK CARD 9.
2. Students wear masks and tell pretend stories of why they feel the way the masks look.
3. Class may guess emotions illustrated by masks.
4. Make bulletin board with the masks, entitled "The Way We Feel!"
5. Make up a story or play about the masks.

SUMMARY

1. Share mask-related activities.

Lesson 6

PURPOSE

To assist pupils in recognizing and learning to accept their emotions. To help pupils gain an acceptance of individual differences.

MATERIALS

1. Film or filmstrip about upset or angry feelings.*
   *Suggested film: #3582 Feelings: Don't Stay Mad, (Available at Instructional Resource Center, Superintendent of Schools.)

2. Film or filmstrip projector.

INTRODUCTION

Say: "We all have so many different feelings. Do we all have the same feelings for the same reasons? How many of you would feel sorry if I said 'no math today?' How many of you would feel glad? Who would be glad to skip P.E. today? Who would be sad? Can someone give me some other situations in which different people might have different feelings?" (Discussion)

"There is one emotion (feeling) that quite frequently gets boys and girls into trouble. Can you guess what that emotion is?" (If the class does not readily respond with anger you may need to ask leading questions or cite examples.)

"Yes, anger frequently is a difficult emotion for all of us. Maybe this film can help."

CLASS ACTIVITIES

1. View films or filmstrips.

SUMMARY

1. Discussion

Lesson 7

PURPOSE To help the pupils develop a feeling of competency.

MATERIALS

1. Task cards 11 through 18.

INTRODUCTION Say: "You boys and girls can do so many different things -- draw, act, read, write, discuss, pantomime -- and so many more things. With this new group of task cards you can choose to do something that you especially do well.

CLASS ACTIVITIES

1. Introduce, discuss and assign task cards.
2. Small groups and individuals do task card activities.

SUMMARY Share results of task card activities.

Lesson 8 (optional)

PURPOSE To help the pupils become aware of and gain an acceptance of individual differences.

MATERIALS

1. Film: *683 Values-Understanding Others. (Available at Instructional Resource Center, Superintendent of Schools).
2. Film projector.

INTRODUCTION Say: "As we learn more about ourselves, we also learn a lot about other people and one of the things that make people so interesting is that we are all different in many ways. What are some of the ways people are different?"

(Encourage varied responses referring to physical, mental, and social characteristics.)

"Today we have a film about individual differences. Maybe it will help us understand each other a little bit more."

CLASS ACTIVITIES

1. View film or filmstrip.

SUMMARY

1. Discussion.

Lesson 9

PURPOSE To allow pupils to pursue individual interests and to reinforce unit objectives.

MATERIALS

1. Task cards.

INTRODUCTION Say: "Today you will each have an opportunity to work on a task card activity of your choice. Perhaps you'll choose one that you did not have a chance to do before or maybe you'll choose one that you already did but enjoyed so much that you want to do it again. Certainly more than one person can do each card."

CLASS ACTIVITIES

1. Free choice of task cards.

SUMMARY

1. Volunteers share results from task card activities.

Lesson 10

PURPOSE

To determine if pupils have achieved the unit objectives.

MATERIALS

1. Entry Level Assessment.
2. Tape recorder (optional).
3. Tape from pretest (if available).
4. Task cards.

INTRODUCTION

Say: "Today we'll find out how much we've learned about ourselves. (Let's listen to the tape we made before we began our unit.--Optional) Let's find out how much more we know about ourselves now."

CLASS ACTIVITIES

1. Listen to pretest tape (if available).
2. The Entry Level Assessment may be administered as a group discussion or each pupil may be interviewed individually if circumstances permit.
3. Free use of task cards.

SUMMARY

Children should feel free to comment on things they've learned. They should feel free to talk about things they liked or disliked about certain lessons or the unit.

DEAR PEN PAL --

You need:

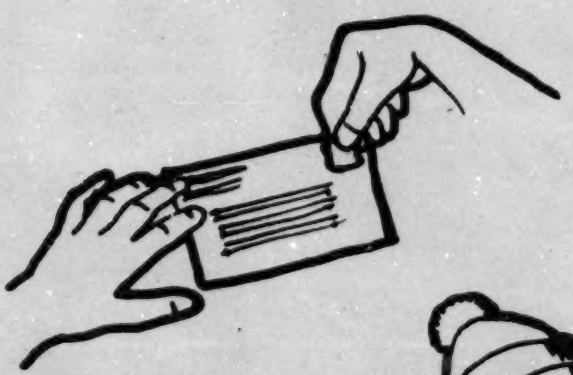
1. paper
2. pencil or pen

Pretend you have a pen pal.*

Write him or her a letter about yourself.

Include a physical description.

Tell how you spend your time.

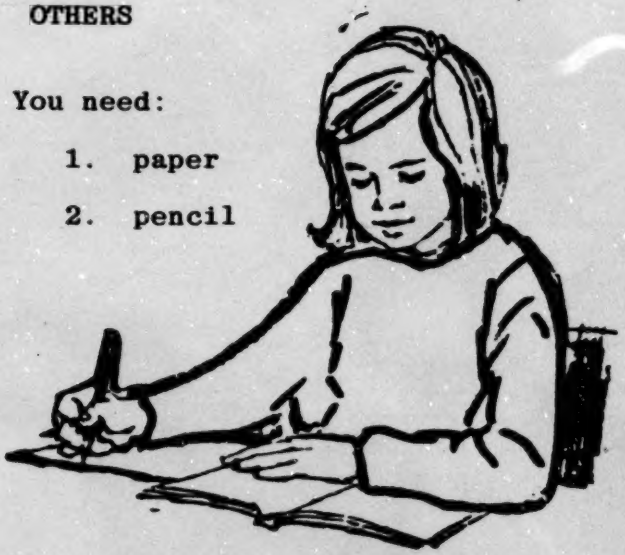


*Perhaps your teacher can arrange <u>real</u> pen pals for you and your classmates!

ALONE OR WITH OTHERS

You need:

1. paper
2. pencil

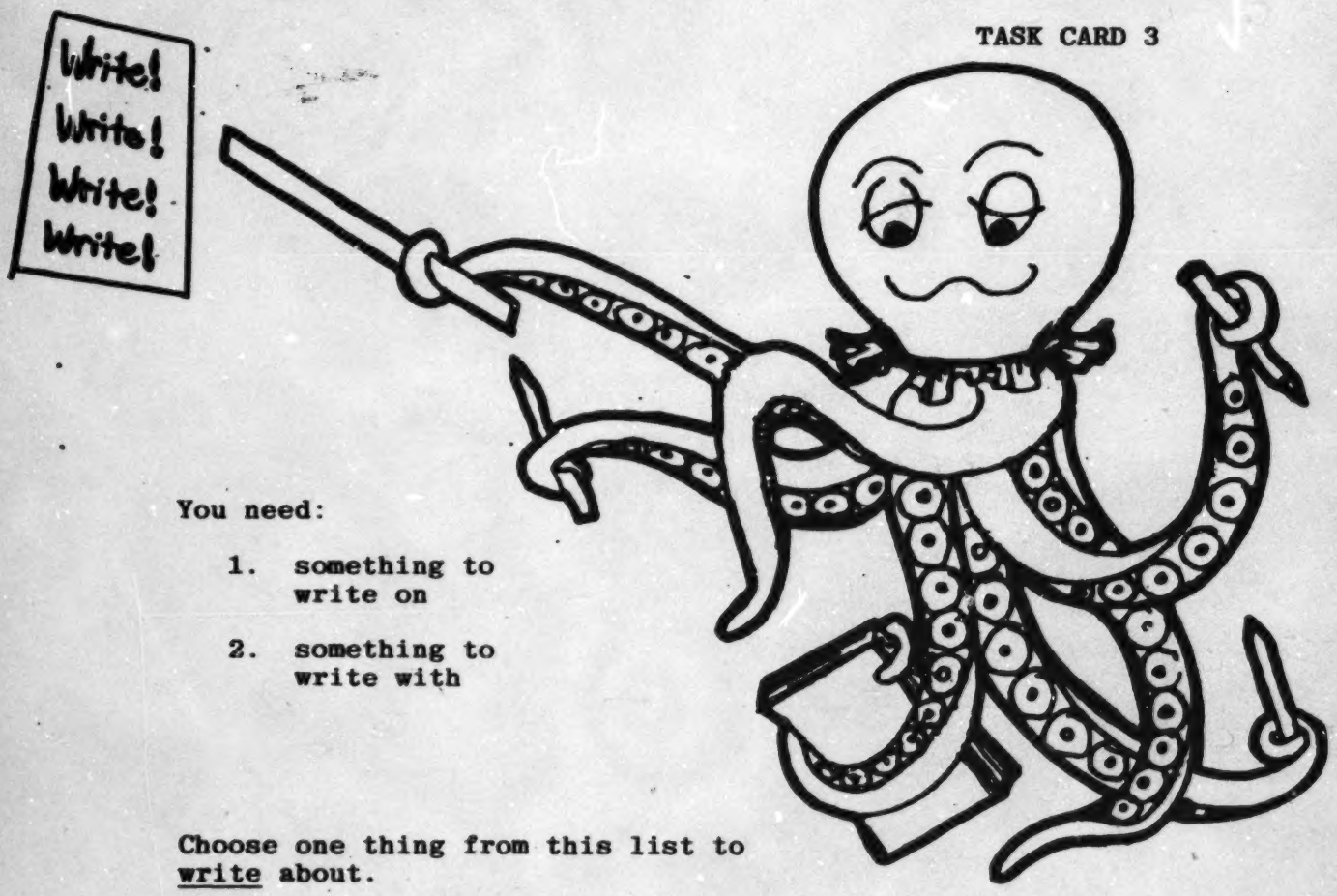


Each day we do many things. Some activities we <u>do alone</u>; some activities we do <u>with others</u>.

Fold your paper in half. On one half write a list of 10 things you do alone. On the other half write 10 things you do with others. Here are some ideas to get you started. You will think of many others.

- -brush your teeth
- -do your homework
- -go to school
- -play ball
- -eat dinner

TASK CARD 3



You need:

1. something to write on
2. something to write with

Choose one thing from this list to write about.

1. Write about places you have visited.
2. Write about places you would like to visit.
3. Write about the funniest thing that has ever happened to you.
4. Go outside. Look around. Come back and write about what you saw.
5. You have three wishes. Write about them.
6. Close your eyes. Imagine you are somewhere else. Write about it.

TASK CARD 4

JUST YOU!

You need:

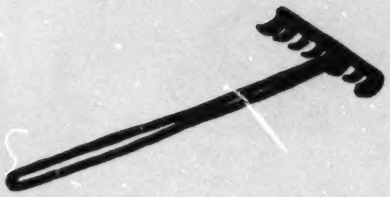
1. paper
2. pencil

Write a paragraph describing the clothes you are wearing.

24

TASK CARD 5

FEED THE DOG!



RAKE THE YARD!

You need:

1. your artistic skill as an actor
2. an auidence

There are many chores at home that need doing every day. Choose a chore that you do often and <u>pantomime</u> it for your friends. Let them guess what chore you are doing. (If you are a good actor they shouldn't have much trouble!)

DO YOU EMPTY THE WASTEBASKETS AT HOME?

You need:

1. paper
2. pencil

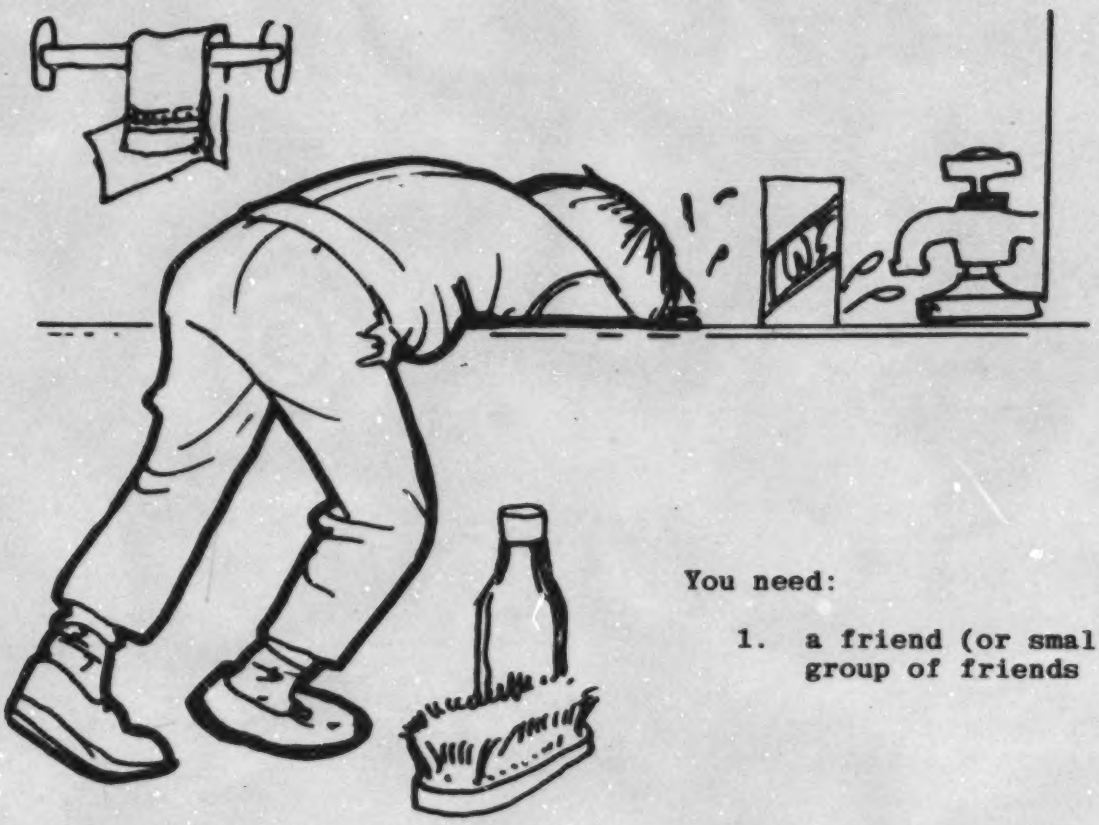
1. List the jobs you do at home.

2. Put a star after the one you enjoy the most.

3. Cross out the one you dislike the most.

4. Circle the one that you feel is the most important job you do.

BATHTUBS NEED CLEANING?



You need:

1. a friend (or small group of friends

Bathtubs need cleaning, beds need making and dishes need washing! Families have to work together. What work do you do at home?

Choose a partner and talk about the chores each of you do at home.

TASK CARD 8

CHORES

You need:

1. paper
2. pencil

All of us have to do some jobs at home that we don't like to do. Do you have a job like that?

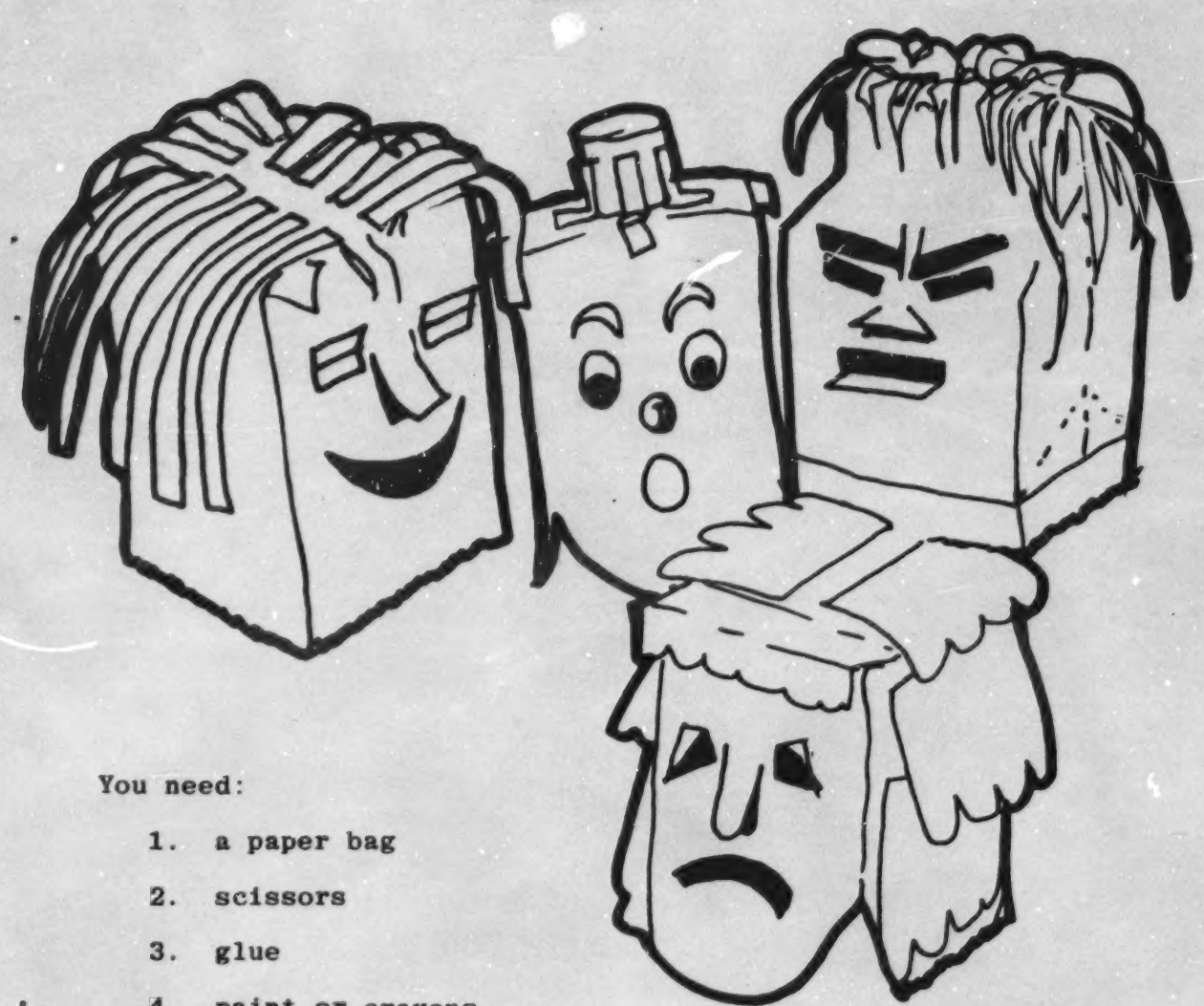
Write about a job at home that you do not like to do.

Tell why you don't like it.

Why do you think the job is necessary.

Who would do it if you didn't?

PAPER BAG MASKS

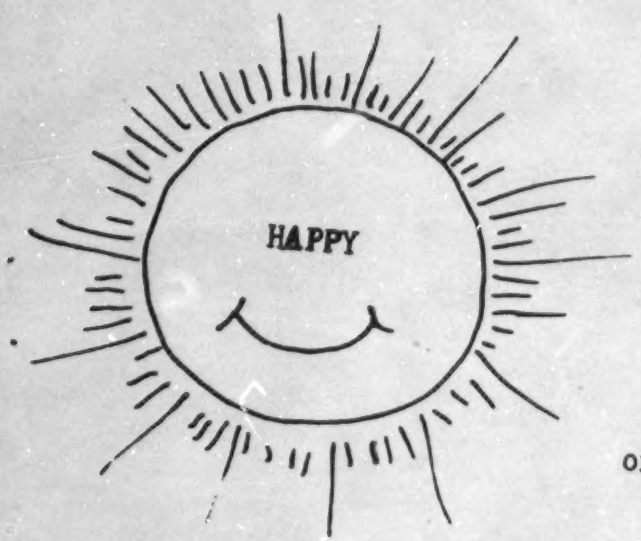


You need:

1. a paper bag
2. scissors
3. glue
4. paint or crayons
5. scraps of fabric, yarn or colored paper

Make a face on your bag. Make the face happy, sad, angry, crying, afraid, or scared.

Put the bag on and show your class. Tell them why the face is happy, sad, angry, crying, afraid, or scared.



or

You need:

1. pencil
2. paper

Fold your paper in half. Write "Happy" on one half and "Sad" on the other. List on each half things that make <u>you</u> feel happy or sad.

YOUR FAVORITE BOOK

You need:

1. crayons or felt pens
2. paper

Do you have a favorite book? Make a colorful poster advertising the book so your friends will want to read it, too.

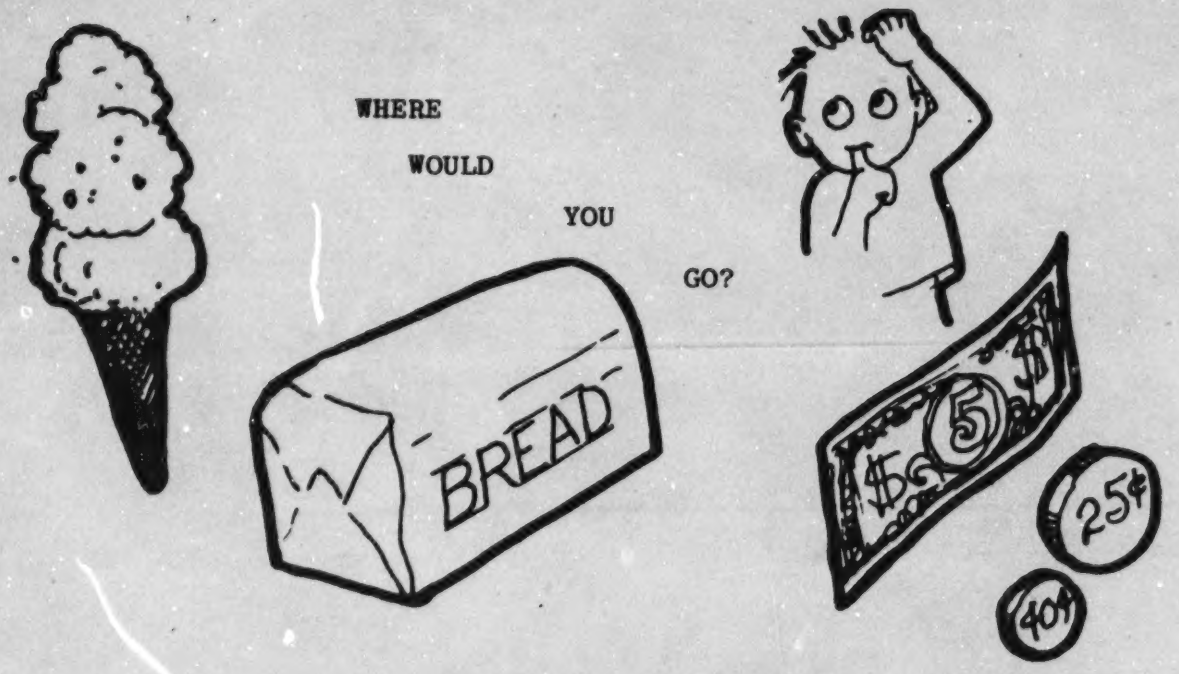
SEE SALLY SNEEZE - SEE SALLY SEW

You need:

1. paper
2. pencil

What things can you do that begin with the letter S?

Make a list.



You need:

1. artistic skill as an actor
2. some friends

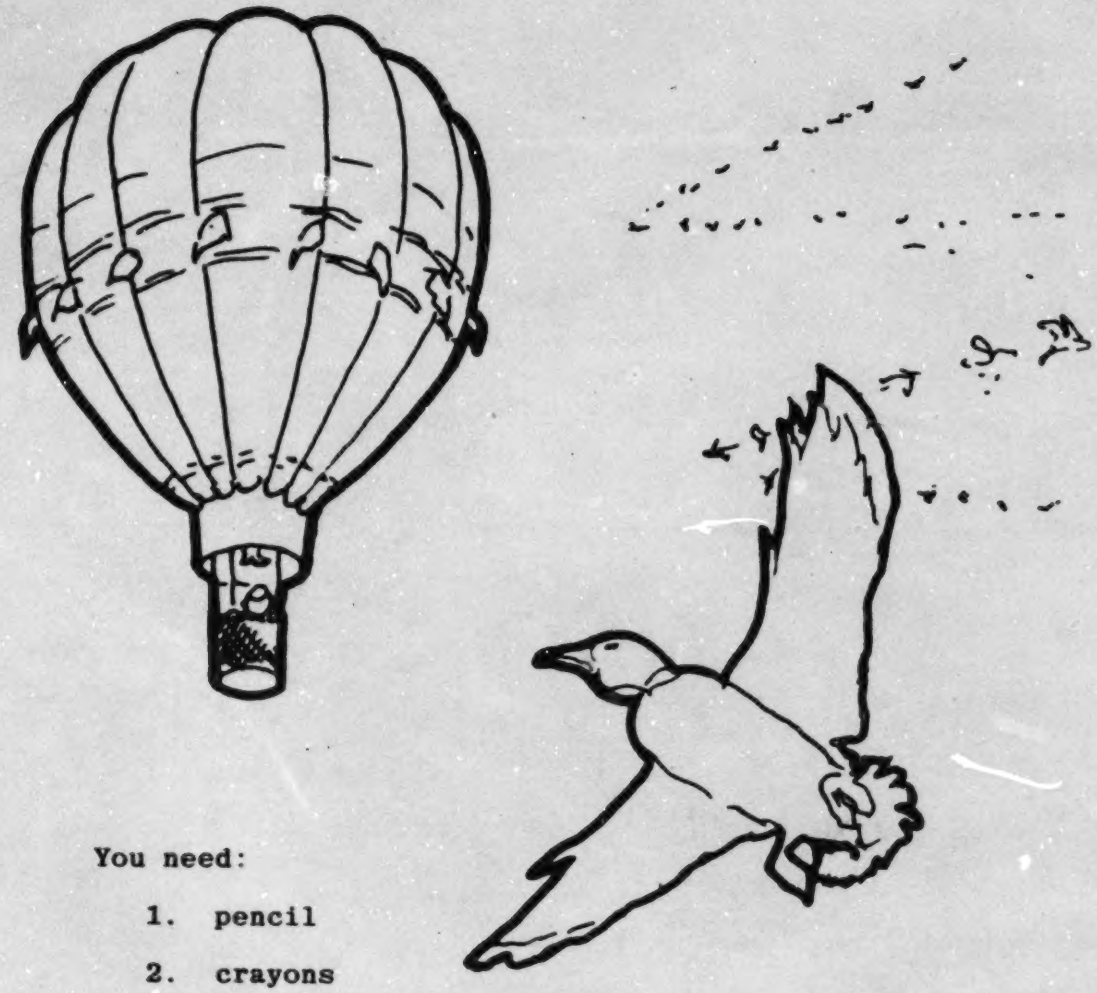
In each of these stories you need to go somewhere. Decide where you would go. Act out the story for your class.

1. You have a quarter. You want an ice cream cone. Where would you go?
2. Your mother wants you to get a loaf of bread. Where would you go?
3. You have five dollars that your grandmother gave you for your birthday. You want to put it in a safe place. Where would you go?
4. You were shopping with your mother in a big store. She is gone. You are lost. Where would you go?

Maybe you can think of other stories to act out in which you need to go to a special place.

TASK CARD 14

IN THE SKY



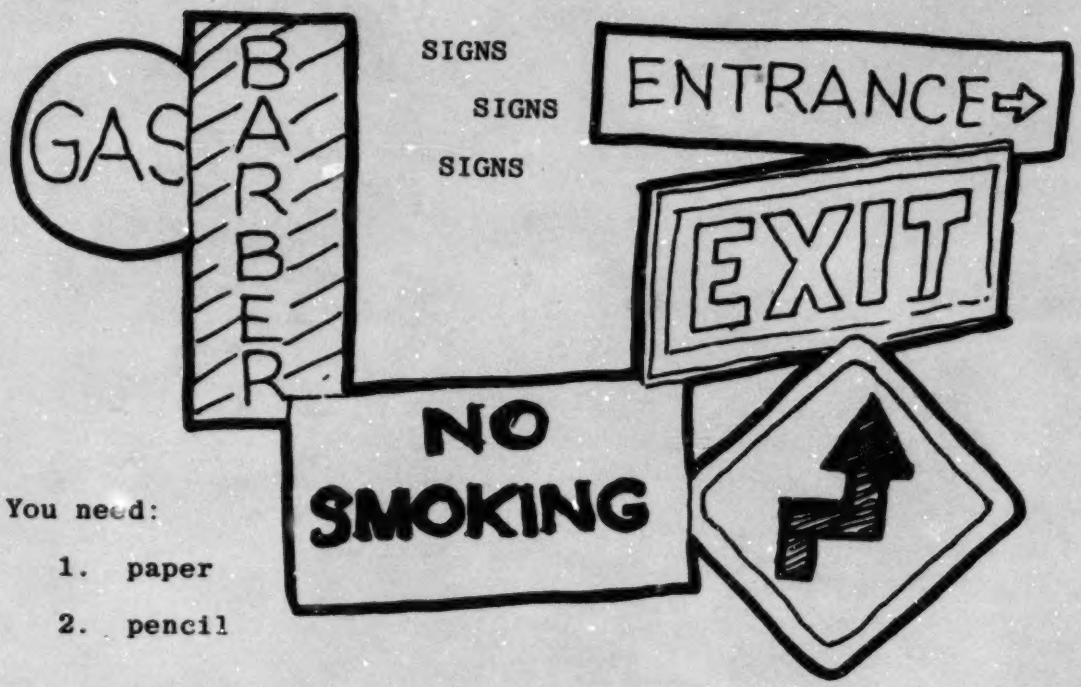
You need:

1. pencil
2. crayons

Write the names of five things you see in the sky.

Draw them.

TASK CARD 15



SIGNS

SIGNS

SIGNS

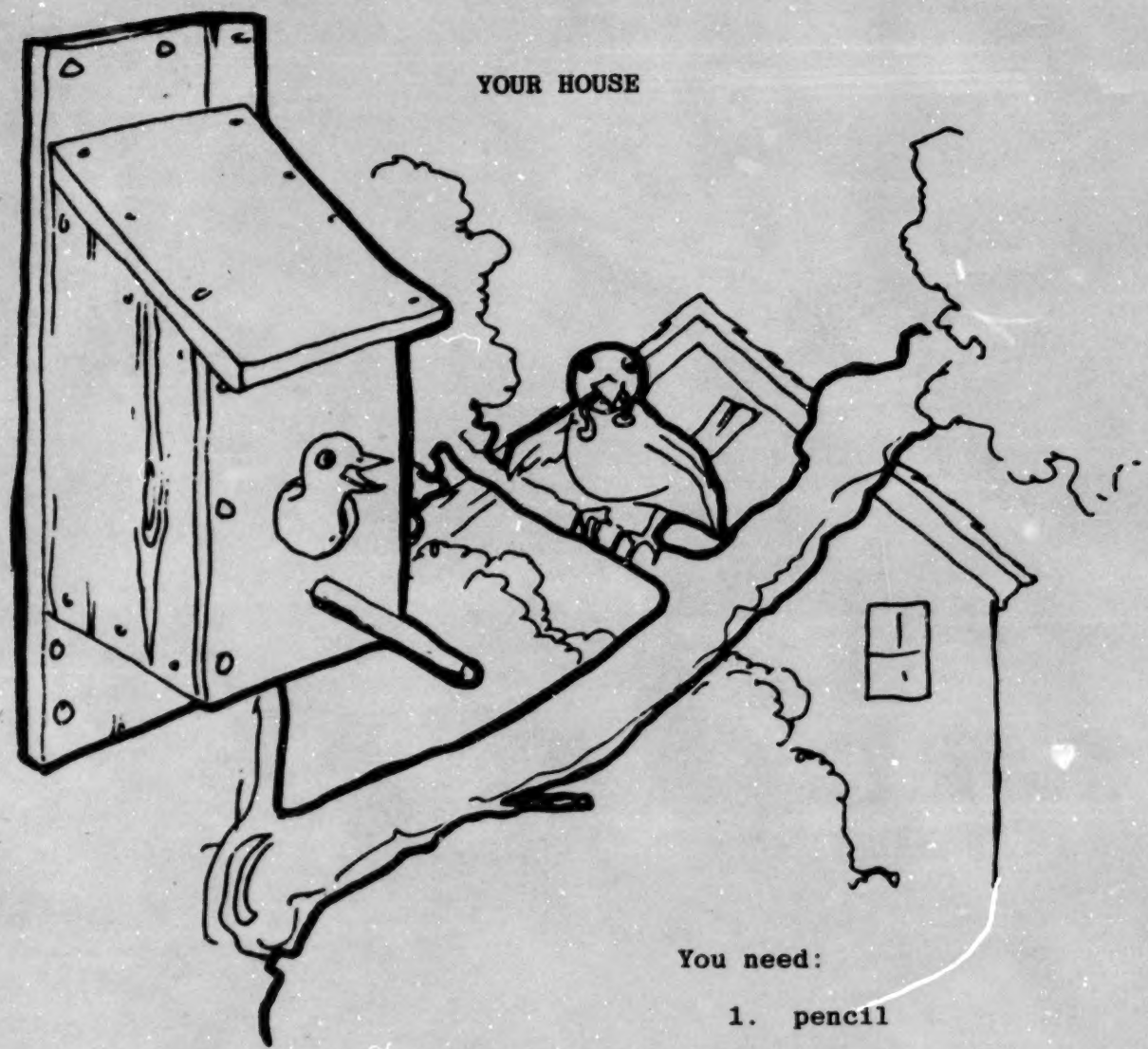
You need:

1. paper
2. pencil

Every day we see many signs.

Draw 8 signs you see every day.

YOUR HOUSE



You need:

1. pencil
2. paper

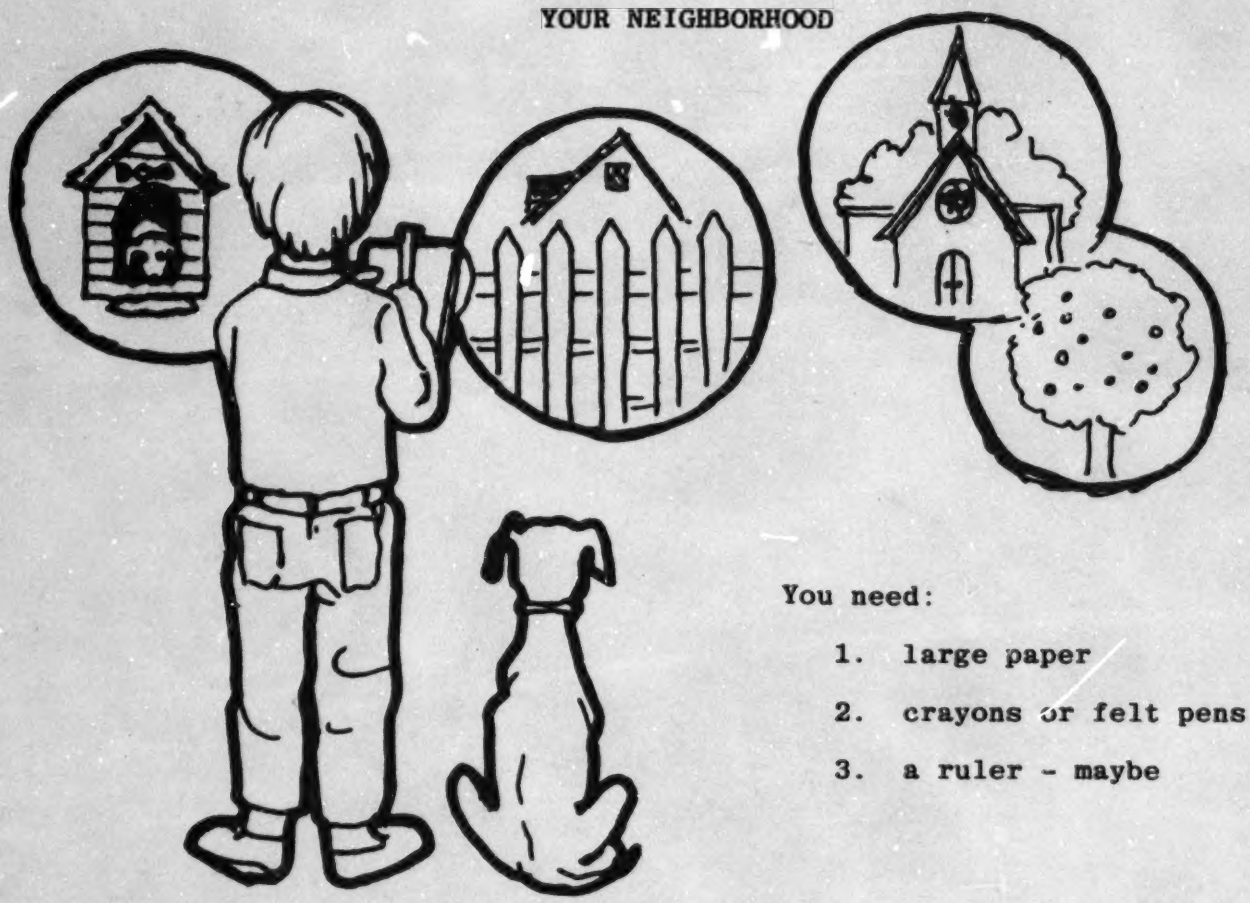
Write:

Your name

Your address

Your telephone number

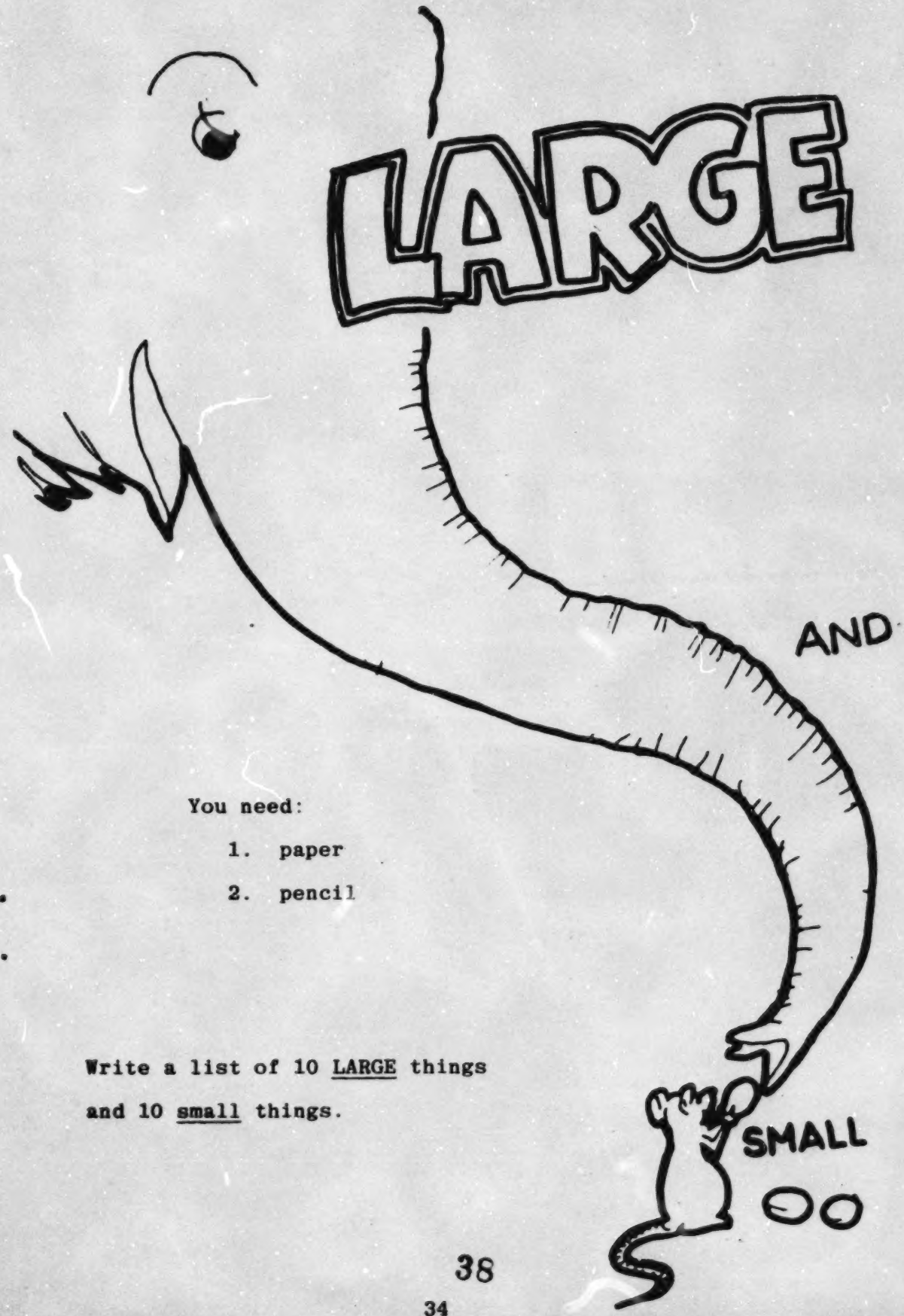
YOUR NEIGHBORHOOD



You need:

1. large paper
2. crayons or felt pens
3. a ruler - maybe

Draw a map of your street. Include everything you can think of . . . trees, fences, walks, dog houses.



You need:

1. paper
2. pencil

Write a list of 10 <u>LARGE</u> things and 10 <u>small</u> things.

TASK CARD 19

WHO AM I?

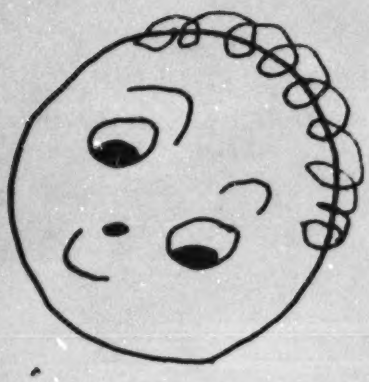
You need:

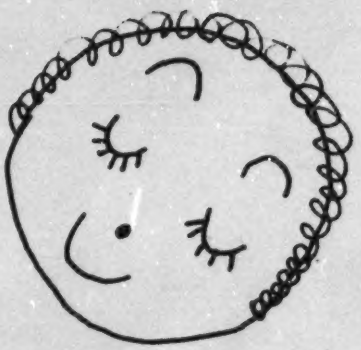
1. paper
2. pencil

Tell about yourself.

1. Make three sections on your paper.
2. Put these headings.
3. Write in each section.

FACTS ABOUT ME	THINGS I DO	FEELINGS I HAVE



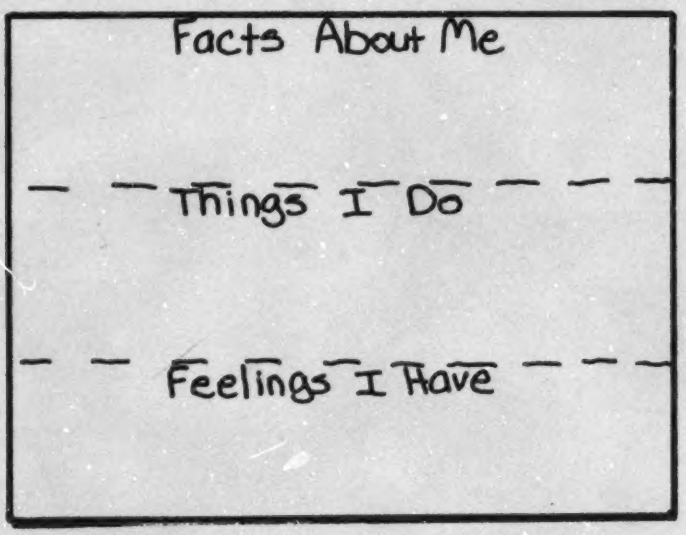


ME, MYSELF AND I

You need:

1. pencil
2. 12 x 18 paper
3. crayons

Divide your paper into three parts and make these headings:



Color a different picture in each part. Show:

Facts about yourself.

Things you do.

Feelings you have.

Then write a sentence to explain each picture.